DLM/UAA
Dynamic Learning Maps/
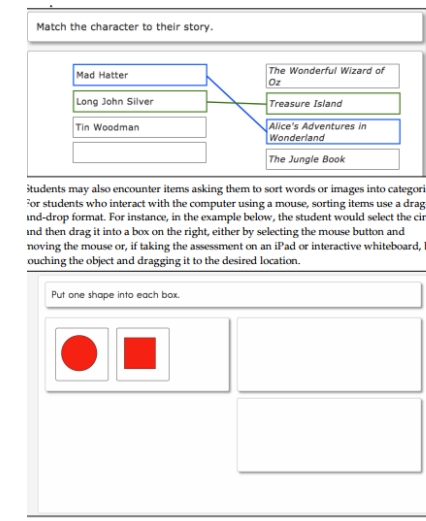# Utah's Alternate Assessment

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What is the DLM

- DLM = Dynamic Learning Maps.

- DLM is the Alternate Assessment for students with significant cognitive disabilities in <u>English Language Arts and Mathematics.</u>

- DLM is a computer-based, adaptive assessment used to measure academic progress.

- Students that will be assessed using the Alternate Assessment (DLM) are those students that are receiving instruction using the Alternate Academic Achievement Standards (the Essential Elements) for ELA and Math.

What is the UAA

- UAA = Utah Alternate Assessment for Science

- UAA is a task-based assessment to measure academic progress in the area of Science for students with significant cognitive disabilities.

- Students that will be assessed using the Alternate Assessment (UAA) are those students that are receiving instruction using the Alternate Academic Achievement Standards (the Extended Core Standards) for students with Significant Cognitive Disabilities in Science.

- UAA is a separate assessment from DLM. Scores are recorded on paper and then transferred into a spreadsheet delivered through MOVEit.

Who are Students with Significant Cognitive Disabilities?

- A Student with a significant cognitive disability has significantly impacted intellectual functioning <u>and</u> adaptive behavior.

- 1% of the student population

DLM/UAA Participation Guidelines

- Student has a significant cognitive disability that significantly impacts intellectual functioning and adaptive behavior;

- Student is **learning content linked to the Utah Core Standards through the EEs**; and

- Student **requires extensive, repeated, direct individualized instruction and substantial supports** to achieve measurable gains in the grade- and age-appropriate curriculum.

DLM/UAA Participation Guidelines

- Determined by the **IEP team**.
- All content areas should be considered when determining eligibility for this assessment.
- Thus, a student who participates in the Alternate Assessment participates for **all content areas**.
  - **DLM for English Language Arts (ELA) and Mathematics.**
  - **Utah Alternate Assessment for Science (UAA).**

NOT DLM/UAA Participation Criteria:

- A disability category or label.

- Poor attendance or extended absences.

- Native language/social/cultural or economic difference.

- Expected poor performance on the SAGE assessments.

- Educational environment or instructional setting.

- Percent of time receiving special education.

- Low reading level/achievement level.

- Anticipated disruptive behavior.

- Impact of student scores on accountability system.

- Administrator decision.

- Anticipated emotional duress.

- Need for accommodations (e.g., assistive technology/augmentative and alternative communication (AAC)) to participate in assessment process.

- English Learner (EL) status.

DLM's Required Teacher Training

- DLM requires teacher training through a training site using modules and quizzes called "DLM Moodle Training Site".
- Teachers must achieve a score of 80% or higher on the quizzes to be allowed access to be a test administrator.

- New Teachers are required to take 4 modules and quizzes, that can be facilitated (2.5 hours).
- Returning Teachers are required to take 1 Module and quiz, that is not facilitated (1 hour).

Steps to getting into Moodle

1. http://dynamiclearningmaps.org/utah

2. Click on
   > **Educator Resource Page for English Language Arts and Mathematics**
   > *Key webpage with resources, job aids, and videos to support Test Administrators*

   > **Required Training**
   >
   > Required test administrator training for teachers participating in 2015–16 DLM testing is available on a state-driven schedule. The Guide to DLM Required Test Administrator Training (pdf) is a great place to start, with information about accessing DLM Moodle training site for your first login.

3. On the right side of the screen click on "DLM Moodle Training Site"

4. Enter your Username and Password

   <u>Hint:</u> Your username is the same email address used for Educator Portal.

   <u>Hint:</u> At your first login, use your temporary password which is the first part of your email address, up to the "@". For example, Jane Jones will use her email of **jjones@email.com as her login** name and a **temporary password of <u>jjones</u>** on the first login. She will then be prompted to change her password.

5.

   DLM Required Test Administrator Training   You are logged in as Tracy Gooley (Log out)

   DYNAMIC LEARNING MAPS

   DLM SERVICE DESK
   DLM Service Desk:
   1-855-277-9751 (toll-free)
   DLM-support@ku.edu

   CERTIFICATES
   If you have earned DLM Test Administrator Certificates, they can be viewed using the link below. Site administrators can view all certificates using this link.
   DLM TEST ADMINISTRATOR CERTIFICATES

   Available courses

   - Sandbox - Bell
   - ACEs and Response
   - Sandbox - Weeks
   - Sandbox - Jarrett
   - Sandbox - Droge
   - Sandbox - Fairchild
   - Sandbox - Thomas

   You are logged in as Tracy Gooley (Log out)
   moodle

Complete Student Account Information

- Teachers will need to complete 2 profile areas for each student before testlets will delivered.

1. First Contact Survey: Gathers information about the students characteristics needed to help determine an access point in the assessment. Covers areas about a students communication, academic skills, and attention. Must be reviewed for students every year.

2. Access Profile (AP)/Personal Needs Profile (PNP): Accessibility supports that a student needs to access the assessment are recorded here. The AP/PNP can be adjusted anytime throughout the year, even during testing. IEP teams should use the DLM Accessibility Manual to help guide which accessibility supports are needed for individual students.

http://dynamiclearningmaps.org/sites/default/files/documents/Manuals/Accessibility_Manual_2016-17.pdf

DLM/UAA Administration

- **DLM/UAA are administered 1 time a year in the Spring. Testing Window opens <u>March 15, 2017–June 9, 2017</u>**

- **Administration can occur anytime throughout the window. It is encouraged to begin testing near the beginning of the window.**

DLM

- students will receive 5–7 testlets, based on grade level.

- Each testlet will adapt based on students previous testlet answer.

- Each testlet will have a 15–20 minute delivery time.

- It generally takes more that 1 day to administer all the DLM testlets.

UAA

- Teacher will choose 1 science task based on the IEP.

- UAA is paper-based.

- Each task has task directions and a recording sheet.

- Each task will be administered 3 times, by different people in different locations to show generalization of the task.

- The score is recorded into a spreadsheet delivered through Moveit, from David Sallay.

Resources

DLM
ELA/Math

- DLM Utah Home Page: http://dynamiclearningmaps.org/Utah.
- Essential Elements Page: http://dynamiclearningmaps.org/content/essential-elements
- Educator Portal User Guide:
  - Manage User Account, student accounts/data, manage assessments, Reports and Extracts
  - Uses step by step screen shots throughout the manual

  http://dynamiclearningmaps.org/sites/default/files/Educator_Portal_User_Guide_2016-17_0.pdf

UAA SCIENCE Alternate Assessment

- Utah is using the Utah Alternate Assessment for Science: http://www.schools.utah.gov/sars/Assessment/UAAManual.aspx.
  - Science Tasks: pp. 321–445
- Extended Core Standards for students with Significant Cognitive Disabilities (Science). USBE Website-Special Education Assessment Page (on the bottom of the page) http://www.schools.utah.gov/sars/Programs-Areas/Significant-Cognitive/CoreScience.aspx.

KITE Suite for DLM

- The KITE Suite provides an online testing interface for students that includes practice items. Components include:

- KITE Client, an application students use to take tests
  - KITE™ Client 3.0 is scheduled to release in mid-September. All users must install the new KITE Client in order to deliver the DLM alternate assessment during the 2016–17 school year.
  - http://www.dynamiclearningmaps.org/content/kite

- KITE Educator Portal, an application that allows educators to manage student data, enroll students in instructionally embedded assessments, retrieve test tickets, and access professional development and training modules
  - Educator Portal Access: https://educator.cete.us/AART/logIn.htm

Regional Trainings

- Moodle training for new teachers (Morning).

- Educator Portal "hands-on" training for all teachers (afternoon):
  - ➤ Murray City—Friday, September 16, 2016
  - ➤ St. George – Monday, September 19, 2016
  - ➤ Logan – Wednesday, October 19, 2016

- Register at PD Rio: https://pd.spedsis.com/public
  - Once logged in, search for "DLM 2016-2017 Trainings", click the **+** sign, and register for your desired location.

Accommodations

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Purpose of Accommodations

- Accommodations are practices and procedures that **provide equitable access during instruction and assessments** for students with **special needs.**

- Accommodations are intended to reduce or even eliminate the effects of a student's disability; they **do not reduce learning expectations**.

- The accommodations provided to a student should be the same for classroom **instruction**, classroom **assessments**, and LEA and State **assessments.**

Selecting Accommodations

- School teams (IEP/504) must carefully consider the selection, administration, and evaluation of accommodations for students with special needs.

- Research indicates that more is not necessarily better, and that providing students with accommodations that are not truly needed may have a negative impact on performance.

- The most appropriate approach to accommodations is to focus on the students identified needs within the **general education curriculum**, attempt to **"level the playing field"** so the student can participate in the general education curriculum.

- Once Accommodations for **instruction** have been selected, teams should then **align** those accommodations or resources to the ones that will be used in **assessment** .

- Some accommodations may be appropriate for instructional use, they **may not be appropriate for use on a standardized assessment;** for they may alter the validity, score interpretation, reliability, or security of the assessment.

Guides to Selecting Accommodations

- The five essential steps are:
  1. Expect students to participate in grade-level assessments and achieve grade-level academic content standards.
  2. Learn about accommodations and resources for instruction and assessment.
  3. Select accommodations and resources for instruction and assessment as needed for individual students.
  4. Ensure that access is provided for accommodations and resources during instruction and assessment.
  5. Evaluate and improve accommodation use for instruction and assessment.
- Utah's Participation and Accommodations Policy has many resources to help guide teams on selecting appropriate accommodations and resources for individual students.
  - Questions to Guide Accommodation/Resources Selection
  - Selecting Accommodations and Resources: Do's and Don'ts
  - Accommodation/Resource Use in the Classroom

http://www.schools.utah.gov/sars/Assessment/AccommodationsPolicy.aspx

Modifications

- Modifications or alterations refer to practices that change, lower, or reduce learning expectations.
- Modifications alter or change the construct of the concept being taught or assessed.
- Modifications can increase the gap between the achievement of a student with a disability and the expectation for proficiency at that particular grade level.
- Using modifications may have implications that could adversely affect students throughout his/her educational career. Use caution when:
  - Providing a student with a tool for an instructional activity or assessment item when this tool changes the underlying skill or concept being taught or assessed.
  - Requiring a student to learn less material
  - Revising assignments or assessments to make them easier

Resources for All

- **Resources** are universally designed best practices that are provided **for all students**, including students in general education and students with special needs.
  - Scratch paper, extended time, breaks, and use of an alternative location are examples of resources which may be used by all students.
- Students should have **access** to the desired/used **resource throughout the year** during classroom instruction so he/she may become familiar with the feature prior to the administration of the assessment.
- Students should have the opportunity to **participate in practice tests** to become familiar with the available resources within the assessment. **Embedded Resources**.
  - Color adjustments, Text-to-speech, Strikethrough, Highlight

Resources, Modifications, Accommodations
(for various assessments)

Table 1—Accommodations, Modification, Resources

	SAGE Summative	DIBELS	ACCESS for ELLs/W-APT	NAEP	ACT, ASVAB,
Alternate location	Allowed	Allowed	Allowed	Allowed	
Assistive communication devices	Allowed	Allowed	Allowed	Not Allowed	
Audio amplification	Allowed	Allowed	Allowed	Allowed	
Breaks	Allowed	Allowed	Allowed	Allowed	
Calculation devices and computation tables	Embedded	N/A	N/A	Provided if applicable	
Change order of activities	Allowed	Allowed	Listening must be administered first	Not allowed	
Color adjustments	Embedded	Allowed	Allowed	Allowed	
Descriptive audio	Embedded—must be marked in KITE	N/A	N/A	Allowed	
***Directions—oral translation**	Allowed for EL	Allowed for EL	Allowed for EL	Allowed for EL	
***Directions—reread**	Embedded as a text-to-speech	Allowed for some subtests—see DIBELS guidelines	Allowed	Allowed	
***Directions—signed**	Allowed with certified interpreter	Allowed with certified interpreter	Allowed with certified interpreter	Allowed accommodation	
Environment change	Allowed	Allowed	Allowed	Allowed	
Extended time	Allowed	Some subtests timed	Allowed	Allowed accommodation	
Graphic organizer	Not allowed	N/A	N/A	Allowed	
Highlight	Embedded	Not allowed	Not allowed	Allowed	
Human reader	Not allowed	Not allowed	Allowed for directions and listening passages	Allowed accommodation	
Magnification	Embedded	Allowed	Allowed	Allowed	
Minimize distractions	Allowed	Allowed	Allowed	Allowed	
Blank scratch paper and graph paper	Allowed	N/A	Allowed	Embedded	
Spell check	Embedded	N/A	Not allowed	Available on CBA; not available on paper test	
Strikethrough	Embedded	Not allowed	Not allowed	Allowed	
Text-to-speech	Embedded	N/A	N/A	Embedded	

(rightmost column, rotated text) Contact LEA Accommodations Coordinator

*Directions are only non-item content that appears at the beginning of the test or between testing sessions. It does not refer to "directions," meaning the item's stem, directions for answering a specific question, etc.

- **Resources for All Students (Table 1):** These are features within each assessment that are allowed for all students who are participating in the specific assessment

Accommodations

Table 2—Accommodations

Accommodation	SAGE Summative	DIBELS	ACCESS for ELLs/W-APT	NAEP	DLM UAA	ACT, ASVAB, ▬▬
Braille/tactile graphics for students who are blind	Allowed	Allowed	Allowed	Allowed	Depends on the needs of the student	Contact LEA Accommodations Coordinator
Calculation device and computation table	6th grade—handheld allowed during calculator section	N/A	N/A	Allowed on calculator section		
Large print paper	Allowed	Allowed	Order from USOE	Allowed		
Scribe	Allowed—notify USOE	N/A	N/A	Allowed		
Sign language	Allowed only on items or content when TTS is available	Use alternate assessment	Allowed for directions/listening passages. Interpreter must be ASL certified	Allowed		
Standard size paper	Allowed	Allowed	Allowed—order from vendor	Allowed		
Visual representation	Allowed	N/A	N/A	N/A		

- **Accommodations (Table 2):** Features that are provided for students with disabilities who require the use of the accommodation to help them participate in the given assessment.

Accommodations and Resources Definitions

6.2.5 Accommodations and Resources Definitions

In this section you can read the definitions of each accommodation and/or resource for all students in specific assessments. Special needs plan teams are responsible to identify the resources, accommodations, or modifications that are required for instruction and assessment. However, each assessment must identify which resources and accommodations are allowed within the assessment in order to accurately measure student knowledge and skill for the specific concepts being assessed. The special needs plan team may not "override" the requirements for any specific assessment. If a resource or accommodation is provided for an assessment that is not allowed, the assessment is invalid. The student is considered non-proficient on that assessment, and is reported as a non-participant.

6.2.5.1 Alternate Location

In some circumstances, distractions for an individual student or for a group of students can be reduced by altering the location in which an individual student interacts with instructional materials or test content. For students who are easily distracted by the presence of other students, an alternate location allows students to work individually or in small groups. Changes may also be made to a student's location within a room, such as away from windows, doors, or pencil sharpeners. Sitting near the teacher's desk or in the front of a classroom may be helpful for some students. Physically enclosed classrooms (classrooms with four walls) may be more appropriate than open classrooms, and study carrels might also be helpful. Some students may benefit from being in an environment that allows for movement, such as being able to walk around.

The use of some accommodations, such as sign interpreter or scribe, can distract other students which could require an alternate location for the student receiving the accommodation. In addition, some students may perform better when they can read content aloud and think out loud or make noises that may be distracting to other students. To reduce distractions to other students when these strategies and/or accommodations are provided, an alternate location must be employed. A student assessed in an alternate location needs a proctor supervising the assessment at all times.

- **ACT, PLAN, EXPLORE, and ASVAB:** Contact LEA Accommodations Coordinator.
- **DIBELS:** Allowed for all students.
- **NAEP:** Allowed for all students.
- **SAGE:** Allowed for all students.
- **DLM:** Allowed.
- **UAA:** Depends on the student and task.
- **ACCESS for ELLs/W-APT:** Allowed for all students.

6.2.5.2 Assistive Communication Devices

For students who have difficulty manipulating a mouse or standard keyboard, there are a variety of assistive communication devices that allow them to control a computer program and record responses. These assistive communication devices include items such as Intellikeys, sip-and-puff devices, single-switch devices, eye tracking devices, and touch screens.

- **ACT, PLAN, EXPLORE, and ASVAB:** Contact LEA Accommodations Coordinator.
- **DIBELS:** Allowed for all students.
- **NAEP:** Not allowed for any student.
- **SAGE:** Allowed for all students. (Review technical specifications to verify which devices may be used.)
- **DLM:** Depends on the needs of the student.
- **UAA:** Depends on the student and task.
- **ACCESS for ELLs/W-APT:** Allowed.

- Utah Participation and Accommodation Policy has definitions for each resource or accommodation available for state wide assessments.
- If a resource or accommodation is provided for an assessment that is **not allowed**, the assessment is invalid.